

Early Years Pupil Premium

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4-year-olds.

About the EYPP

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four (not two year olds), who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15 hour place over a full year is just over £300 and since we are registered to offer early years places we can receive the EYPP. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

The premium came into force in April 2015. We are required to publish details of:

- Our pupil premium allocation for the current academic year.
- Details of how we intend to spend our allocation.
- Details of how we spent our previous academic year's allocation (when applicable).
- The difference to the attainment of disadvantaged pupils the funding has made.

We do not publish any information that could be used to identify individual pupils.

Which three-and four-year-olds will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;
2. Have been adopted from care;
3. Have left care through special guardianship;
4. Have been looked after by the local authority for at least the span of one day;
5. Are subject to a child arrangement order.

Barriers for future attainment (for children eligible for Pupil Premium)

This year barriers to learning for many children eligible for EYPP were linked to circumstances in the home impacting on children's emotional wellbeing; impacting on social skills: poor social interaction; low confidence and anxiety around attachment, as well, difficulty following adult direction and boundaries. Speech and language delay was a factor for some of the children. Poor attendance was also a barrier to learning.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Somerset Nursery School will use the additional funding in the following ways:

1. Cover the cost of covering our Nursery Nurses so they can run small groups to support children in their learning.
2. Provide small group work music sessions, supporting listening and attention, social confidence and social interaction
3. Providing additional staff to allow us to provide more acceptable child:adult ratios.
4. Buy in specialist services such as Music Therapy – bought in from Nordoff Robins.
5. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.
6. Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.
7. Purchasing additional resources.

Measuring the impact of the EYPP

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:

1. Parent questionnaires;
2. Informal conversations at the start or end of a day;
3. Parent feedback through exit interviews
4. Parent/teacher conferences
5. Success after the implementation of any Early Help Assessments
6. Conversations with professionals we work alongside to support families;
7. Feedback from feeder primary schools;
8. Case studies

Throughout the year we have movement in the number of children eligible for pupil premium. The data below reflects the 19 children with us at the end of the academic year 2016-17.

Progress made 2016- 2017 under the areas of Personal Social and Emotional Development and Communication and Language development:

Making Relationships

- On entry 1 child was at the stage expected for their age and 18 were below.
- By the end of the year 3 children were above the stage expected for their age; 12 were at, and 4 below.
- All children made at least typical progress and 16 made rapid progress.

Self-confidence and self- esteem

- On entry 2 children were at the stage expected for their age and 17 were below.
- By the end of the year 4 children were above stage expected for their age, 11 were at and 4 below.
- All children made at least typical progress and 18 made rapid progress

Managing feelings and behavior

- On entry 19 children were below the stage expected for their age.
- By the end of the year 1 child was above the stage expected for their age, 10 were at and 8 below.
- All children made at least typical progress and 16 made rapid progress

Listening and attention

- On entry 19 children were below the stage expected for their age.
- By the end of the year 1 child was above the stage expected for their age, 13 were at and 5 below.
- All children made at least typical progress and 17 made rapid progress

Understanding

- On entry 1 child was at the stage expected for their age and 18 were below.
- By the end of the year 2 children were above the stage expected for their age, 14 were at and 3 below.
- The overwhelming majority made at least typical progress and 17 made rapid progress

Speaking

- On entry 19 children were below the stage expected for their age.
- By the end of the year 12 children were at the stage expected for their age and 7 children were below.
- All children made rapid progress